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ABSTRACT

A survey concerning released time for faculty was conducted of all the community colleges in Maryland, Mount Vernon College in Washington, D. C., and Northern Virginia Community College. Practices concerning the following types of released time were investigated: department or division chairman; curriculum development; curriculum coordinator; faculty senate; chairman, faculty or college senate; chairman, standing committees; coaching; summer advising; teaching first semester; excess number of students in a section; extra load over 15 hours; honors program; and special projects. Other factors related to released time were also surveyed: who determines who gets released time; number of faculty who get released time in one semester; are there written policies and procedures for released time; staff or supporting services. Results for each college are tabulated by "type" and "other factor." The policies and procedures for Harford, Howard, and Northern Virginia Community Colleges and an excerpt from the "Policies and Procedures Manual" of Montgomery Community College are attached. (KM)

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RELEASED TIME FOR FACULTY:

Practices and Procedures

in Selected

Community Colleges

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by
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Montgomery County, Maryland

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PREFACE

The Office of Institutional Research conducted this study of the policies and practices regarding Released Time in the area Community and Junior Colleges in response to questions raised by the Board of Trustees. Included are the Maryland Community Colleges, Mount Vernon College of Washington, D. C., and the Northern Virginia Community College.

RELEASED TIME FOR FACULTY

Practices and Procedures in Selected Community Colleges

This Released Time Report is based on a survey of all the Community Colleges in the State of Maryland, Mount Vernon College of Washington, D. C., and Northern Virginia Community College. Contact was made by telephone - either the Dean of Faculty, Provost, or member of their Institutional Research area was the respondent.

There seemed to be an air of hesitancy in some of the areas covered. Several of the colleges preferred not to volunteer certain information. All of the schools were asked if there were any policies or procedures which could be shared with us for this study. Howard, Northern Virginia, and Harford Community Colleges were the only ones which had anything concise that could be sent (see Appendices B. C, and D). In reviewing these three, the intricacies of the systems for allocation of released time are apparent. For example, there is attached a description of the faculty evaluation system of Howard Community College (see Appendix B). This system is based on the awarding of points, for various reasons - the total of the points represents the compilation of faculty load. This has a positive connotation of credit for work done, as opposed to the usual perception of released time as time subtracted from the normal teaching load. A number of colleges claimed their manuals were in a state of being compiled or revised. All expressed an interest in seeing the final results of this survey.

A chart was developed (see Appendix A) on which the responses of the various colleges were recorded. A "no" reply on the chart indicates

that no released time is offered by the college for that activity, or if the reply is "yes," the number of hours per semester allowed was shown. In some instances no specific number of hours was given. The coaching category was the only area which was reported on a per year basis. The variance in the responses to the questions asked required some explanation. The following is a general narrative describing the basis for the differences which exist in the various categories on the chart.

Types of Released Time

Department or Division Chairman

All but three colleges have some sort of chairmanship for their departments. Those that do not have a chairman are the smaller schools where the Dean makes most of the decisions. The others allowed 3 hours generally for a department, or its equivalent. They all have their own formulas for determining how much released time for the various duties or how many people are supervised. It was not restricted to a flat 3 hours for a department.

Curriculum Development

Only half of the schools allow released time for faculty for this area. Where no released time is allowed, the work is either not done by faculty or it is done in addition to their normal teaching load.

Curriculum Coordinator

By our definition of a curriculum coordinator, ten of the schools said they do not have such a position. In the other eight schools, the individuals coordinate either one curriculum or all career curriculums.

Faculty Senate

Montgomery College is the only college which has a particular group of faculty with this responsibility. The others have some sort of

assembly which includes the entire faculty or college senate which includes administration also. No released time is allotted for this.

Chairman, Faculty or College Senate

Seven of the colleges allow released time for this position. The time varies from 1 to 12 hours. The others have the Dean preside as chairman.

Chairman, Standing Committees

Only three of the colleges give released time for this function. Generally, it is assumed by the faculty in addition to their normal teaching load.

Coaching

Six of the colleges do not give any released time for coaching. If coaching is part of a program, they are paid for it above their salary. The remaining twelve vary from 1 - 9 hours per year depending on whatever duties are involved for that particular sport. No other college volunteered any information to suggest a situation such as the one we have at Montgomery College. While our released time shows only 3 hours, we also have the monetary compensation.

Summer Advising

Chesapeake College is the only other college that gives released time for summer advising. The remaining colleges which had advising during the summer indicated they have their student personnel take care of this function.

Teaching 1st Semester

Howard and Montgomery Colleges are the only ones which allow released time for 1st semester teaching. Howard also stated they allow 3 hours of released time for teaching a new course at the college.

Excess Number of Students in a Section

There are three colleges that give released time for an excess number of students in a section. A formula is set up to determine how many hours are to be released.

Extra Load Over 15 Hours

Five of the colleges compensate their faculty the following semester if their load is excessive during the previous one. Nine of the colleges pay their faculty for overload on a sliding scale, or part-time scale. The remaining do not have an overload problem.

Honors Program

Montgomery College is apparently the only college which has any such program as no other college appears to be affected by this program.

Special Projects

Four of the colleges do not offer released time for special projects. These projects are done by non-faculty or as additional projects by faculty. The remaining receive their released time during the regular semester, or summer school.

Other Factors Relating to Released Time

Who Determines Who Gets Released Time

The released time is determined by their written policies or procedures if available. Then it is channeled through the Department Chairman or Division Chairman to the Dean of Faculty and Provost or President. If no written policies are available a Dean in some capacity makes the decision.

Number of Faculty Who Get Released Time in One Semester

The responses are too varied to be able to make any analysis. Seven colleges would not commit themselves to any specific number and preferred not to give any answer. Since the entire survey was oral, perhaps they

did not have this information readily available. It would not be valid to compare this number with any other area since we did not have sufficient information on all of the colleges. Where this information is available, the number of faculty who receive released time varies from 6% to 35% of the total number of full-time faculty. Nowhere is the total number of hours of released time available for any college. In compiling this information for Montgomery College, the Fall '72 semester shows 90 faculty, or 24%, totaling 384 hours of released time, and the Spring '73 semester shows 96 faculty, or 25%, with 380 hours. This does not include faculty members on sabbatical leave.

Are There Written Policies and Procedures for Released Time

Thirteen of the colleges have their policies in some written form - whether in a preliminary form, in the process of being revised, or a final form. Five of the colleges have no written policies.

Staff or Supporting Services

No college appears to give any released time for their supporting services staff. If meetings are held they are convened during regular working hours, but no specific number of hours are allowed. Time is also allowed for workshops when necessary.

Attached is the chart developed which summarizes the Released Time Report, together with the policies and procedures forwarded by Harford, Howard, and Northern Virginia Community Colleges. An excerpt from the Policies and Procedures Manual of Montgomery Community College is also attached for your review.

APPENDIX A

HOURS AWARDED FOR THE VARIOUS CATEGORIES OF RELEASED TIME

MONTGOMERY COMMUNITY COLLEGE

APPENDIX A

OFFICE OF INSTITUTIONAL RESEARCH

RELEASED TIME REPORT

A Summary of Hours Awarded for the Various Categories of Released Time

Types of Released Time	Allegany	Anne Arundel	Baltimore	Catonsville	Cecil	Charles	Chesapeake	Dundalk	Essex
Dept. or Div. Chairman, Coord'r.	3	3	3 - 6	3 - 6	No	No	3	3 - 6	3
Curriculum Development	3	No	3	3	No	No	No	2 - 3	3
Curriculum Coordinator	3	No	3	3	No	No	3	3	3
Faculty Senate - Full faculty or College Senate	No	No	No	No	No	No	No	No	No
Faculty Senate Chairman	No	No	3	No	No	No	No	No	3
Chairman, Standing Committee	No	No	3	No	No	No	No	3	No
Coaching (yearly basis) ("Yes" reply indicates no specific number of hours could be reported)	Yes	1 - 5	No	No	1 - 9	Yes	1 - 6	No	No
Summer Advising	No	No	No	No	No	No	3	No	No
Teaching 1st sem. in college or new course	No	No	No	No	No	No	No	No	No
Excess number of students in sec'n.	No	No	No	Yes - equated	No	No	No	No	No
Extra load over 15 hours	No	Yes	No	Yes	No	No	No	No	No
Honors Program	No	No	No	No	No	No	No	No	No
Special Projects - regular session or summer session	Yes	Yes	3	Yes	Yes	No	3	3	Yes

3/73

(Continued on Page 2)

APPENDIX A

RELEASED TIME REPORT

A Summary of Hours Awarded for the Various Categories of Released Time

Types of Released Time	Frederick	Garrett	Hagerstown	Harford	Howard	Prince George's	Mt. Vernon	No. Va.	Montgomery
Dept. or Div. Chairman, Coord'r.	6	2 - 3	6	3 - 12	3	3 - 6	No	3 - 12	3
Curriculum Development	No	No	3 - 11	No	3	No	No	3 - 9	3 - 6
Curriculum Coordinator	No	No	No	No	3	No	No	No	3 - 12
Faculty Senate - Full faculty or College Senate	No	No	No	No	No	No	No	No	3 - 4
Faculty Senate Chairman	No	No	No	3	1	6	No	Yes	7.5 - 12
Chairman, Standing Committee	No	No	No	No	No	No	No	No	3 - 4
Coaching (yearly basis) ("Yes" reply indicates no specific number of hours could be reported)	No	Yes	Yes	2 - 6	3 - 6	No	Yes	Yes	3
Summer Advising	No	No	No	No	No	No	No	No	3
Teaching 1st sem. in college or new course	No	No	No	No	3	No	No	No	3
Excess number of students in sec'n.	No	No	3	No	1 - 3	No	No	No	No
Extra load over 15 hours	No	No	3	No	Yes	No	No	No	Equated next sem.
Honors Program	No	No	No	No	No	No	No	No	3
Special Projects - regular session or summer session	No	No	Yes	Yes	Yes	Yes	No	Yes	3 or more

APPENDIX A

RELEASED TIME REPORT

A Summary of the Responses to Questions Regarding Policies Pertaining to Released Time

	Allegany	Anne Arundel	Baltimore	Catonsville	Cecil	Charles	Chesapeake	Dundalk	Essex
Who determines who gets R. T.	Dean of Acad. Programs in conjunction with Dept. Chairman for Career Prog.	Dept. Chair'n.	Dean of Faculty	Policy & Board approval, Deans, President	Pres. & Dean	Dean	Div. Chair'n., Dean & Pres.	Deans	Div. Chairman, Dean
Approx. how many faculty get released time in 1 sem.	Varies	9	30 - 40	Approx. 40	1	Varies	8	Varies	25
Are there any written general policies & procedures for R. T.	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
R. T. for Staff or Supporting Services	No	No	No	No	No	No	No	No	No
No. of Faculty - F. T. - Fall '72	70	147	170	183	12	41	23	13	157
Enrollment Fall '72	1141	3527	7135	7279	674	1122	582	633	5330

(Continued on Page 4)

APPENDIX A

RELEASED TIME REPORT

A Summary of the Responses to Questions Regarding Policies Pertaining to Released Time

	Frederick	Garrett	Hagerstown	Harford	Howard	Prince George's	Mt. Vernon	No. Va.	Montgomery
Who determines who gets R. T.	Div. Chair'n., Dean		Div. Chair'n.	Dean	Dean	Dept. & Div.	Academic Dean	Provost	Dept. Chair'n Acad. Dean, Campus Dean
Approx. how many faculty get released time in 1 sem.	6	3	Varies	15	8	No Comment	No Comment	No Comment	90
Are there any written general policies & procedures for R. T.	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes
R. T. for Staff or Supporting Services	No	No	No	No	No	No	No	No	No
No. of Faculty - F. T. - Fall '72	32	9	62	69	31	239	17	314	375
Enrollment Fall '72	1089	243	1422	2618	936	7888	300	13,974	10,645

APPENDIX B

HOWARD COMMUNITY COLLEGE

FACULTY EVALUATION SYSTEM

1972-73

November 1, 1972

Donald J. Donato
Dean of Instruction

To the Faculty:

The following pages contain the final provisions of the evaluation system for faculty for the 1972-73 year. Please read it carefully since significant changes have occurred.

All of us are concerned about its affect on student learning and the College. All of us have attempted to create a system which would not only evaluate how well faculty members are preparing to create measurable student learning, but would assist them in doing so. I know that there are deep differences within the faculty as to how best to accomplish our intended purpose. The system has attempted to adjust for these differences, and as chief administrator of the evaluation, I will continue to adjust it as problems develop.

If we differ substantially on our basic purpose or philosophy, no evaluation system can be fully acceptable. The real problem with evaluation, beyond the concern of a point system, is the conflict it may create between our personal and institutional philosophy. None of us seeks a homogeneous faculty, but there must be a common union of purpose between us. I hope the evaluation system will help each of us to better understand the compatibility between our own philosophy and that of the College. I would hope further that each of us would have the internal freedom to make personal judgments where insurmountable differences are clearly identified. Out of such an understanding can be built an environment of trust and mutual admiration for achieving the overall mission of the College.

Background:

The College lacked an effective evaluation system for faculty. Deliberations by a faculty committee attempting to create such a system did not complete instruments to evaluate faculty productivity. The need for an evaluation system clearly understood by all members of the College community as soon as possible after the beginning of the current academic year is readily apparent. Within this historical context I present below the evaluation system for the 1972-73 academic year. The evaluation system shall cover the period of time from August 21, 1972 to March 30, 1973. Contracts for the 1973-74 year reflecting the evaluation system shall be issued on or before April 15, 1973. In the future, the evaluation system will cover the period from April 1 to March 30.

Assumptions:

In creating an evaluation system the following assumptions were used:

1. The primary purpose of an evaluation system is to assist the faculty member in promoting student learning, and to reward each faculty member in proportion to the extent that he promotes such student learning.
2. A systematic approach to learning is an essential element in the accountability of the institution to its constituency.
3. Faculty members are professionals committed to helping students learn.
4. Faculty members are responsible for the overall development of students.
5. Faculty members learn from both positive and negative feedback from their peers, students, and administrators.
6. The evaluation system should be comprehensive enough to afford each faculty member flexibility in meeting institutional objectives congruent with his abilities and interests.
7. The evaluation system itself shall motivate faculty behavior which is consistent with institutional objectives.
8. Elements of the College beside the Dean of Instruction should contribute directly to faculty evaluation.
9. The evaluation system must account for the differential opportunity each faculty member has been given by the College to develop a systematic learning program and for the effort each faculty member has expended.
10. The evaluation system should be as objective as is possible within an institutional setting.

Ideally, the college should evaluate faculty members in terms of the student learning which he has produced. This is the eventual objective of the College. As an interim measure in its early development, the college shall evaluate faculty members to the extent to which they have prepared themselves to implement or have implemented a systematic approach to learning.

Since the college receives financial support based upon a quantitative measure of student learning (credit hours generated), the faculty member shall be evaluated quantitatively on his instructional load. Additionally, the faculty members participation in student advisement, college, and community service as well as his professional development needs to be incorporated in any total evaluation of the faculty member. Similarly, the learner himself should have an input into the evaluation of each learning program.

The system established herein attemps to pool the faculty members evaluation on each of the eight elements into a quantitative score which represents the faculty members progress in relation to the development of student learning and the promotion of college-wide activities and goals. The eight elements of evaluation include faculty load, development of systematic learning, professional development, student evaluation of learning, community service, college service, faculty advisement, and classroom environment.

Table 1 displays the elements of the evaluation system, the points which the college expects each faculty member to attain, the number of points that a faculty member could attain, and the agency which is responsible for assigning the points. A description of the eight elements and how they contribute to the final evaluation is described below. In addition, three facilitation processes are described which could assist the development of the faculty member affecting his final evaluation.

1. Faculty Load

A load formula is a guide to meeting institutional requirements by means of an equitable distribution of faculty time. It should contain elements which accurately represent the faculty's total implementation of a learning program. In this instance, the formula takes into account preparation time, student contact and student load. Faculty load represents a quantitative evaluation of the faculty member's promotion of student learning.

A. Preparation time

Normal preparation includes, but is not limited to, the following:

1. Preparing overview of learning program (S.O.S.).
2. Reading over assignments and learning program.
3. Writing or modifying behavioral objectives.
4. Preparing packets or other materials in an acceptable format; e.g., concept, rationale, objectives and learning strategies.
5. Having handouts reproduced and on hand.
6. Coordinating the use of technical equipment and personnel.

More credit is given for the original preparation than for subsequent duplication preparations, and preparation is weighted according to the mode used; e.g., classroom or seminar, large group or laboratory. Included in the laboratory is preparation of self-instructional units. A large group section must have 50 or more students.

The preparation point system gives a full point to each hour of unique instruction. It gives half a point per instructional hour for a second section of the same course, and one-quarter point per hour for the third section of the same course.

Table 2A indicates the preparation factor given to each mode of instruction for the first section of each course. The second section of the same course receives one-half the value of Table 2A. The third and subsequent section of the same course received one-fourth of the value of Table 2A. When a course is being offered at the College for the first time, the faculty member(s) shall receive a double weighting of points. When faculty members are team teaching a course, they shall decide the distribution of points to each member of the team.

Table 1

Faculty Evaluation System

Source	College Expectation	Points Possible Total	Evaluation
Faculty Load	54[1]	----[3]	Dean of Instruction
Systematic Learning	4-20[2]	----[3]	Dean of Instruction
Student Evaluation	5	10	Students
Community Service	3	5	Dean of Community Serv.
Classroom Visitation	3	5	Dean of Instruction
Professional Development	3	5	Director of LRC
College Service	3	5	President
Student Advisement	3	5	Dean of Student Serv.
	78-94	Open	

1. Reduced due to enrollment during 1972-73.
2. Dependent on years at college; 1st year faculty 4, 2nd year faculty 10, 3rd year faculty 20.
3. Bonus points can be earned dependent on individual effort and college need.

Table 2A

Preparation Value for

Classroom, Seminar and Large Lecture

Instructional Modes

Instructional Mode	Contact Hours Per Week 5	4	3	2	1
Classroom	5.0	4.0	3.0	2.0	1.0
Seminar	5.0	4.0	3.0	2.0	1.0
Large Lecture	10.0	8.0	6.0	4.0	2.0

Table 2B

Preparation Value of

Laboratory Modes of Instruction

	Hours of Laboratory 1	2	3	4th and beyond
Self-instructional Lab	1.0	1.5	1.75	2.00 + .10 per each hour beyond 4th
Conventional Lab (Science)	1.0	1.5	1.75	2.0[1]
PE Activity Course	.5	.75	.875	2.0[1]
Regular Conventional Secretarial Science Lab	.5	.75	.375	2.0[1]

[1] No additional credit beyond fourth hour

i.e., A faculty member teaching three learning programs (courses) with two sections of two programs (courses) and one section of a third program would be assigned points accordingly:

Course #1	Points X Meetings/Week	Course #2	Points X Meetings/Week
Section 1	1.0 X 3 = 3.0	Section 1	1.0 X 3 = 3.0
Section 2	.5 X 3 = 1.5	Section 2	.5 X 3 = 1.5
	4.5		4.5

Course #3	Points X Meetings/Week
Section 1	1.0 X 3 = 3.0
	3.0

Total = 12.0

A faculty member teaching two learning programs, one with one large group session three times per week and the other with three sections would accumulate points in the following manner:

Course #1 (large group)	Points X Meetings/Week	Course #2	Points X Meetings/Week
Section 1 (N 50)	2.0 X 3 = 6	Section 1	1.0 X 3 = 3.0
		Section 2	.5 X 3 = 1.50
		Section 3	.25X 3 = .75
			5.25

Total = 11.25

When a faculty member is teaching in a laboratory mode he uses a modified point system. The length of a laboratory is a matter determined by mutual consent of the faculty member and the Dean of Instruction. Table 2B has the value for preparation for a laboratory-like course. One arrives at his total value per course by locating the laboratory mode he is using and extracting the value depending upon length of laboratory. It does not matter whether each lab hour is taught consecutively. Add each total hour of laboratory including multiple labs for the same course and enter table for value.

i.e., A teacher in a conventional science lab would receive in addition to his class preparation points, 1.75 points for a three-hour laboratory. A science teacher teaching two unique learning programs (courses), one meeting twice a week as a classroom with a twenty hour open, self-instructional lab and the other meeting in two classroom sections three times a week and two sections of a three-hour lab would accumulate points in the following manner:

Course #1	Points X Meeting	Course #2	Points X Meetings
Section of Classroom Lab	1 X 2 = 2.0	Section 01 Class	1 X 3 = 3.0
	1-3 (1.75)	Section 02 Class	.5 X 3 = 1.5
	4-20 (1.70) = 3.45	Lab 01 1-3 hours	1.75
	5.45	Lab 02 4-6 hours	.25 = 2.00
			6.50

Total = 11.95

When an open lab is utilized, each learning program served by the lab will be equated as a unique program although the same hours are utilized for both courses. The Dean of Instruction may reduce load and assign points to faculty members for development of unique learning programs, curriculum design, independent study, reflex, etc.

Expectation: A full-time faculty member should generate 12 preparation points. This is based upon the first example which is a typical faculty load. Where a professional assistant has been assigned to assist in the preparation of a learning program, the expectation is 18 points.

B. Student Contact

Table 3A indicates the credit for student contact hours. A faculty member counts his contact hours including classes, laboratory, etc. and extracts points as indicated. When faculty members are team teaching a course, they shall mutually decide the distribution of student contact credit.

Expectation: A full-time faculty member should accumulate 8.0 student contact points. Faculty assigned a professional assistant shall be expected to accumulate 12.0 contact points.

C. Student Credit Hours

Student credit hours are arrived at by adding the product of the number of students times the course credit for each section. The following course, students, credit distribution would result in 319 student credit hours generated.

Section	Credits	X	Students	=	Student Credit Hours
1	3		20		60
2	3		25		75
3	4		20		80
4	2		25		50
5	3		17		54
	Total student credit hours			--	319

Table 3B represents the faculty load value given the aggregate student credit hours generated by each faculty member. This figure will be arrived at utilizing the class lists for the third week course enrollment. When faculty members are team teaching a learning program, they shall mutually decide upon the distribution of credit hour values.

Expectation: Each full-time faculty member should generate 12 points of student credit hour value. For 1972-73 this expectation shall be lowered to 8.0 due to enrollment. Faculty members assigned a professional assistant shall be expected to accumulate 12 points due to enrollment.

2. Systematic Learning

Figure 1 presents a simplified diagram of the overall design of an Instruction System. It is taken from Benathy (1968).[1] Each of the elements within the instruction are herein defined for purposes of evaluating materials presented for credit toward the development of systematic learning as indicated in Table 4. Materials must be presented to the Dean of Instruction prior to February 1, 1973. Faculty members are encouraged to submit their materials as soon as possible, either to diagnostic feedback or actual credit.

Table 3A

Faculty Load

For Student Contact

Contact Hours	Contact Points
0 - 16	0 - 8 (0.5 points/hr)
17 - 20	8.5
21 - 24	9.0
25 - 28	9.5
29 - 32	10.0
33 - 36	10.5
37 - 40	11.0
41 - 44	11.5
45 & above	12

Table 3B

Faculty Load

Value of Student Credit Hours Generated[3]

Number	Value
601 625	15.0
576 600	14.5
551 575	14.0
526 550	13.5
501 525	13.0
476 500	12.5
451 475	12.0 - Normal Expectation[1]
426 450	11.5
401 425	11.0
376 400	10.5
351 375	10.0
326 350	9.5
301 325	9.0
276 300	8.5
251 275	8.0[2]
226 250	7.5
201 225	7.0
176 200	6.5
151 175	6.0
126 150	5.5
Below 126	5.0

1 Based upon conventional student load of 150 students X 3 credits.
2 Reduced to 8.0 for 1972-73 due to enrollment.
3 Physical Education and Reading faculty will not use this table for student credit hour value. Student count alone will be utilized.

Figure I

Design of an Instructional System

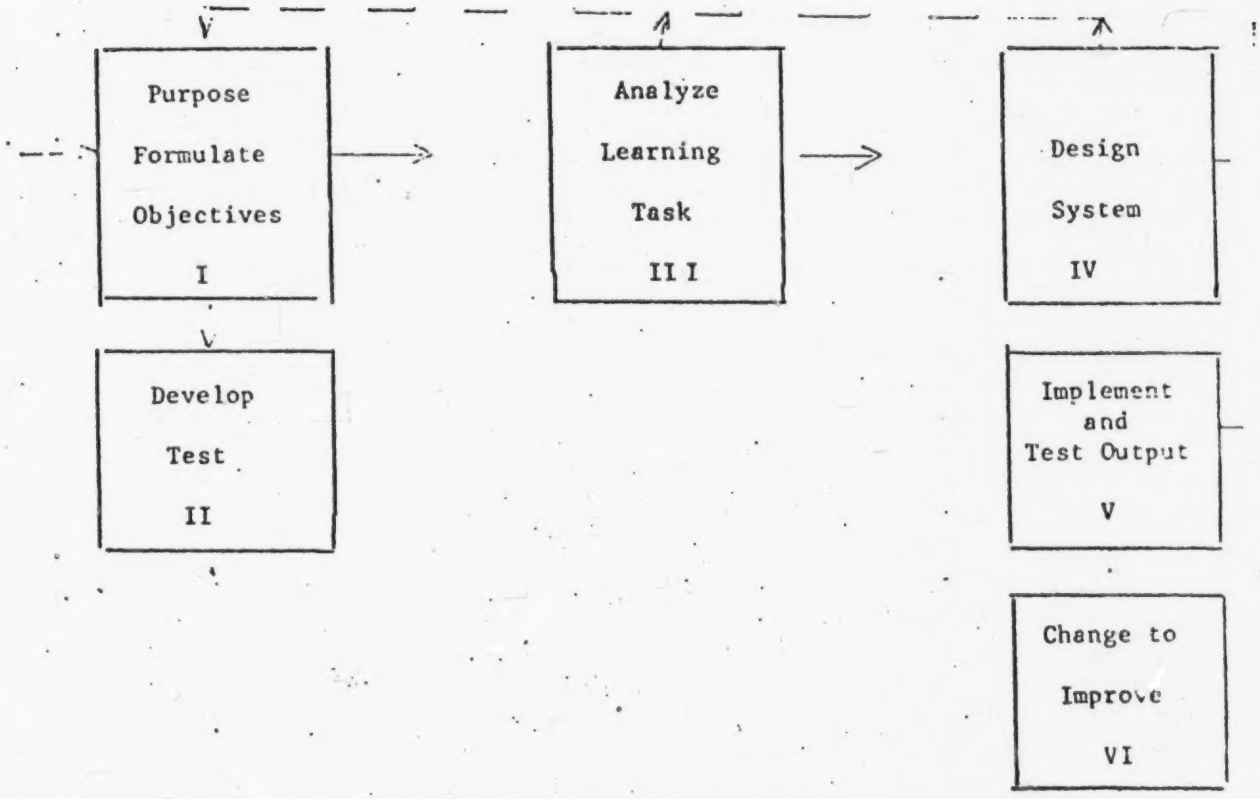

Table 4

Evaluation Value for

Systematic Learning Development

Element of Instructional System	Points/Course
1. Submit a written, complete specification of BO's and evaluation techniques for a complete learning program (course).	4
2. Submit analysis of learning tasks for a learning program.	6
3. Submit a completely designed system including an alternative instructional strategy for course in 1 and 2 above.	10*
4. Implement and test output, submit all feedback; e.g., collected objective and subjective comments and data.	10
5. Submit revised changes in program in final report.	5

*Where a commercial program has been purchased, only 5 points are awarded.

I. Formulate objectives: Initial step where we formulate a statement that spells out what we expect the learner to do, know, and feel as a result of his learning experiences. Objectives flow from the stated purpose of the learning experiences. Objectives flow from the stated purpose of the learning experience. Implicit in the formulation of objectives is a statement of conditions under which the learner shall behave as indicated.

II. Develop test: The evaluation instrument(s) employed to assess the degree to which the output performance of the student (what he is doing, knowing, feeling) meets predetermined performance objectives.

III. Analysis of learning tasks: Finding out and indicating what needs to be learned by the student so that he can behave in the way described in the objective(s). An assessment of student's capacities to delimit what he already knows is part of this analysis.

IV. Design system: Consider alternatives and identify what has to be done to ensure that learner will master tasks. Determine who or what has the best potential to accomplish these functions. Decide when and where the functions are to be carried out. Within the designing of the system comes the development of at least one alternative learning strategy meaning a student has a choice of at least two distinct modes throughout the learning program (course) by which he can attain the stated objectives.

V. Implement and test output: The learning program is tried out, implemented, and installed. The performance of the learner is evaluated to assess degree to which he behaves in the way initially described.

VI. Change to improve: Findings of evaluation are then fed back into learning program for alteration to improve program.

Expectation: Since faculty have had varying amounts of time to prepare a systematic learning program, it is expected by February 1 that first year faculty would have accumulated 4 points, second year faculty 10 points, and third year faculty 20 points. Partial credit shall be given for learning programs which are incomplete. The credit will be determined mutually between the faculty member and the Dean of Instruction.

3. Professional Development

By professional development is meant a change in the faculty member's specific behavior (expertise) which will make it possible for the instructor to increase student learning.

Values shall be given for the following activities which result in a change in faculty behavior which may increase student learning.

[1]Benathy, Bela H., Instructional Systems, Fearon Publishing, California, 1968, Chapter 2

Activity

(1) Membership and participation in (a) professional association(s). Value .5 for all such activity, not multiple per association.

(2) Satisfactory completion of approved graduate study by director of LRC. Value .5.

(3) Demonstrate an ability to write and classify behavioral objectives (Mager) at all major cognitive levels (Bloom). Value 1.0.

(4) Demonstrate an ability to write behavioral objectives (Mager) at all major affective levels (Krathwohl) and psychomotor levels (Simpson) if involved in your learning program. Value 1.0.

(5) Write an analysis of learning tasks (as defined above) for a current learning program (course). Value 1.0.

(6) Demonstrate an ability to define the criterion of acceptable performance for a subunit of a current learning program which includes b.o.'s representative of three or more cognitive levels and one or more affective levels. Value 1.0.

Credit for professional development shall be recommended to the Dean of Instruction by the director of Learning Resources. A person may receive credit for items 3 - 6 once.

4. Student Evaluation of Learning Program

Students shall evaluate faculty behavior in the development and implementation of a learning program as it relates to their individual success in learning.

Using the semantic differential scale listed below, students in all the learning programs (courses) offered by a faculty member shall respond to the ten questions listed below. The faculty member shall administer the instrument and return individual student responses and a summary of results. This shall be administered during the week of December 4 - 8th in the Fall 1972 term. In the future these shall be administered each semester providing two measurements per year.

Indicate one of the following responses for each question below:

SA (1) - Strongly Agree. You strongly agree with the statement as it applies to this course or instructor.

A (2) - Agree. You agree more than you disagree with the statement as it applies to this course or instructor.

D (3) - Disagree. You disagree more than you agree with the statement as it applies to this course or instructor.

SD (4) - Strongly Disagree. You strongly disagree with the statement as it applies to this course or instructor.

1. The instructor's objectives for the course were clearly stated.

2. There was considerable agreement between the announced objectives of the course and what was actually taught.

3. The instructor was readily available for consultation with students.

4. The instructor seemed to know when students didn't understand the material.

5. The instructor seemed genuinely concerned with students' problems and was actively helpful.

6. The instructor encouraged students to think for themselves.

7. In this class I felt free to ask questions or express my opinions.

8. The instructor told students how they would be evaluated in the course.

9. My interest in the subject areas has been stimulated by this course.

10. In my opinion, the instructor has accomplished (is accomplishing) his objectives for the course.

Credit will be assigned on the basis of Table 5.

5. Community Service

Faculty members shall behave in community service activities in such a manner as to create a positive attitude by members of the community towards the College. The chart below provides the activities for which credit in the evaluation system are given. The institution expects a faculty member to earn three points but he may earn as many as five. The evaluation of the Community Service area shall be the responsibility of the Dean of Community Services.

EVALUATION OF FACULTY PARTICIPATION
IN COMMUNITY SERVICES

	Earnable Points for Each Activity	Maximum Points Earnable for Activity
1. Participation in a community group/ organization as a college representative lending expertise in solving community problems and/or promoting the group's community objectives. Each earnable point(s) will be based on one or more of the following:	3	3
1. Such service may include, but not be limited to: Chairmanship of the education committee or a task force; membership on a subcommittee dealing with specific community development and/or social outreach.		

Table 5

Student Evaluation

of a Learning Program

Mean Score (Total Score/N) of 10 Questions	Value
37 - 40	1
33 - 36	2
29 - 32	3
25 - 28	4
21 - 24	5
19 - 20	6
17 - 18	7
15 - 16	8
13 - 14	9
10 - 12	10

2. The level of participation should allow for a leadership role in functioning as a member of the group.

3. A list of organizations operating in the county is available with suggestions for approved application from the Dean of Community Services.

2. Participating as a member of the College's Speakers Bureau. Each earnable point(s) will be based on one or more of the following: 1 2

   1. Giving scheduled presentations to groups requesting your topic(s).

   2. Coordinating presentations through Office of Community Services for acknowledgement, publicity and reporting.

   3. Promoting their availability through groups and organizations which they come into contact with.

3. Participate in a Community Services Workshop, or institute. Each earnable point(s) will be based on one or more of the following: 1 1

   1. Presenting a topic within their area of expertise.

   2. Serving as a consultant in developing the workshop on institute format.

   3. Assuming the role of resource person and assisting the program developers.

4. Sponsoring a cultural or informational program on or off campus which capitalizes on faculty members expertise. Examples such as: (1) public art exhibit; (2) historical exhibit; (3) science exhibit. Each earnable point(s) will be based on one or more of the following: 1 1

   1. Discussion with Dean of Community Services would serve as the basis for identifying appropriate location and program theme.

5. Providing professional services in developing and promoting a credit-free course. Such services could include: 1 2

   1. Program design.

2. Development of promotional material.

3. Identifying available human resources.

4. Other area(s) which could be identified through discussion.

6. College Service

By college service is meant the role of the faculty member in assisting the College to develop as an institution by serving on institutional committees, initiating and assisting in the creation of college policies, and procedures, as well as advising or sponsoring a student organization or activity. The chart below indicates the activities considered important under College Service. The evaluation of this area shall be the responsibility of the College President.

EVALUATION OF FACULTY PARTICIPATION IN COLLEGE SERVICES

Activity	Point Value	Maximum Points
1. Sponsorship of approved College organization (Tabloid, SGA, Veterans' Club, etc.)	1.0 for each sponsorship	1.0
2. Membership on official College committee (College Council, any standing committee, advisory committee)*	.5 for each membership	1.0
3. Officer of College committee (Council, standing committees, advisory committees)*	1.0 for each position	2.0
4. Attendance at official College event (Xmas dance, play, open house)*	.25 for each activity	1.5
5. Chaperone of regular College activity (Xmas dance, play, film, presentation, picnic)*	.33 for each activity	1.0
6. Recruiting with groups of high school students or faculty	.33 for each visit	1.0
7. Submission and adoption of College policy through governance system	.25 for each policy	1.0
8. Federal, State or foundation grant proposal for College...		
Concept document	.33 ea document	1.0
	2.50 ea proposal	2.5
	5.00 ea proposal	5.0

*The credit for being an officer includes the credit for committee membership; the credit for chaperoning includes the credit for attendance.

9. Any other college service projects submitted and approved in advance — To be decided

Expectancy is 3.0 points; maximum possible, 5.0 points.

7. Academic Advisement

By academic advisement is meant the assistance given to students by faculty in creating an educational program suited to the student's ability, interest, and career objectives. The chart below indicates the activities.

EVALUATION OF FACULTY PARTICIPATION IN STUDENT ADVISEMENT

Activity	Point Value	Maximum Points
1. Act as advisor to assigned degree or certificate students	.10 per student	2.5
2. Participate in an evaluation by assigned advisees	.05 per student	1.25
3. Act as advisor to evening students who are not seeking a degree or certificate but request assignment to an advisor	.10 per student	1.0
4. Participate in an evaluation by advisees not seeking a degree or certificate	.05 per student	.5
5. Act as advisor on an ad hoc basis during registration periods for students who have not been assigned to an advisor	.25 per registration	1.5
6. Participate in advisor orientation and in-service training meetings	.25 per session	1.0
7. Participate as a volunteer in a student advisement committee	.50 per semester	1.0

College expectation is 3.0 points; maximum possible is 5.0 points

8. Classroom Visitation

The learning program of the faculty member is evaluated by the Dean of Instruction as to whether it actively engages the student in the learning process. The Dean of Instruction shall arrange a preliminary conference with the teacher previous to observation. These conferences shall begin on November 13th and continue throughout the first semester. If time does not allow, some faculty may be visited during the second semester for purposes of the 1972-73 evaluation. The teacher shall indicate learning program being implemented and any antecedent student behavior which is related. The Dean shall observe a class and evaluate the faculty member using the following subjective criteria:

Strongly Agree	Agree	Do Not Agree	Strongly Disagree
1	2	3	4

(1) The instructor or self-instructional materials utilized communicates what is to be learned clearly and easily to the student.

(2) The vocabulary level is consistent with the subject level.

(3) The instructor is continually orienting students so they know where they are and where they are going.

(4) The instructor is interested and enthusiastic about his subject.

(5) Students do not remain passive for long periods of time.

(6) The instructor or self-instructional unit does not generate discomfort while presenting the subject

(7) The instructor answers questions with interest, without hostility, insult, ridicule or disdain.

(8) There are materials to help the student work with the subject in addition to verbal communication.

(9) The materials are organized so that the student can easily find what he needs. Materials are clearly indexed.

(10) The instructor encourages the students by responding positively to students' comments or attempts to discuss the subject.

Table 6 below indicates the value assigned to the Dean's evaluation of the classroom.

Facilitation Processes

Processes are recommended which give feedback to faculty members concerning their learning program which does not become part of the final evaluation of faculty. These serve as a diagnostic, remedial resource for faculty development. Each is a voluntary process.

Peer Feedback

Faculty colleagues can evaluate a faculty member's learning program utilizing same criteria established for eventual classroom visitation by Dean of Instruction. This evaluation is shared with evaluated member only.

Student Feedback

Student evaluation early in the course on the same criteria that will be used later in final evaluation by students would pinpoint areas needing improvement. This initial feedback given by students to the faculty member for his use solely.

Table 6

Evaluation of Faculty

by Observation of Classroom Environment

Score on Dean's Classroom Observation	Value
Below 15	5
15 - 19	4
20 - 24	3
25 - 29	2
30 - 34	1
Above 34	0

Learning Resource Center

The personnel resources of the LRC will be made available to faculty to create, develop, test and revise systematic learning programs. Assistance will be made available in writing behavioral objectives, developing alternative strategies including the appropriate application of technology to learning programs and the utilization of feedback to revise existing strategies.

Faculty Remuneration

Table 7 indicates the relationship between the total points accumulated and the reward level. At Step 7 and 8 the faculty member receives in addition to a bonus an updating of his contract for three years. No faculty member can be extended more than a three-year contract. At Step 5 and 6 faculty member receives in addition to a bonus an update of his contract for two years. The bonus unit(s) can result in an above-the-range salary for a given year. At Step 3 and 4 a person receives a salary increase and a one-year contract. At step 2 a person receives a one-year contract only. At Step 1 a faculty member's contract is not renewed. Faculty members who on the basis of collected data may potentially fall into the Step 1 area shall be informed of such by December 30th on a provisional basis subject to additional data.

This evaluation procedure will be completed on or before March 30, 1973 for all faculty members.

Table 7

Relationship of Faculty

Evaluation to Salary and

Contract Terms

1st year	2nd year	3rd year	Reward Level	Options/ Consequences
100 or above	109 or above	120 or above	8	Full salary + 2.5 bonus units + change in contract to 3 years
94 - 99	103 - 108	114 - 119	7	Full salary + 2.0 bonus units + change in contract to 3 years
90 - 93	99 - 102	110 - 113	6	Full salary + 1.5 bonus units + change in current contract to 2 years
85 - 89	94 - 98	104 - 109	5	Full salary increase + 1.0 bonus units + change in current contract to 2 years
80 - 84	89 - 93	100 - 103	4	Full salary increase + .5 bonus units + 1 year contract
75 - 79	84 - 88	94 - 99	3	Full salary increase + 1 year contract
72 - 74	79 - 83	89 - 93	2	No salary increase/1 year contract
71 or below	78 or below	88 or below	1	Termination at end of contract year

Note: Bonus units are being recommended at $400/unit.

A P P E N D I X C

INSTRUCTIONAL POLICIES AND PROCEDURES

RELATED TO RELEASED TIME

AT

NORTHERN VIRGINIA COMMUNITY COLLEGE

through the offices of the Dean of Student Services and the campus Business Manager.

3.5000 Faculty Loads (In accordance with Section 3.7 of the Policies, Procedures, Regulations Manual for the Virginia Community College System)

The primary responsibility of a faculty member in the Virginia Community College System shall be to provide quality instruction for the students. The major emphases shall be on good teaching by working with students in classrooms, laboratories, individual conferences, and relat activities -- to help the student develop his interests and ab ties to his fullest capacity in order to become a better person, a better worker, and a better citizen. To accomplish this goal, the following work loads are expected of faculty:

A. Teaching Loads:

1. Usually, 12-15 credit hours and 15-20 contact hours in the day and evening are required for all full-time faculty. When the number of credit hours falls below the minimum credit hours guideline because of the number of laboratory hours involved, the number of contact hours should be increased to bring the teaching load to the minimum of 12 credit hours (utilizing the standard of 3 lab hours equal 1 credit hour) or to a maximum of 24 contact hours.

2. Faculty load may be calculated for the year, with a load in excess of normal for one quarter being compensated for with adjustments in load in a subsequent quarter.

3. Faculty loads will include such combinations of day and evening classes as the needs of the college dictate. A faculty load may include approved curriculum development. Such curriculum development should be primarily for the development of a new program or new course in a program and/or the complete revision of an existing course or program.

4. The assignment of teaching loads and the distribution of related work, consistent with approved state and college guidelines, within a given division is the responsibility of the Division Chairman. Further, overall productivity in the total division workload is the responsibility of the Division Chairman. Rationale for

the allocation of future faculty positions may be significantly related to the productivity and accountability of a given division.

5. The Provost is responsible for the productivity and accountability of a given campus. Decisions concerning cancellation of a class due to size are the responsibility of the Division Chairman and the Provost. Further, in unusual cases, the Provost may adjust an individual faculty load on the basis of need and justification by the faculty member's Division Chairman.

6. These guidelines are teaching guidelines only and do not replace the other expectations of the college, i.e., office hours, etc.

7. The Teaching Load and Class Size Guidelines, as published by the Coordinator of Instructional Services, shall be utilized as guidelines in determining teaching loads.

B. Office Hours:

In order to promote the availability of faculty to work with individual students and to participate in student advisement, each full time faculty member is required to post on or near his office door a minimum of ten (10) hours per week as office hours to be available to work with students on their individual academic and occupational problems. Five (5) of these hours will be on a fixed schedule (noted on the posted copy) at which time the faculty member will be in his office. The remaining five (5) hours (noted on the posted copy) will be for scheduled appointments made through either the secretary serving the faculty member or the faculty member himself. These remaining five (5) hours may vary from week to week to provide for flexibility in meeting the needs of the college community, and shall remain consistent with the ten (10) office hours per week requirement. Other time would be scheduled by individual arrangement with the teacher. Part time faculty should provide for student advising and related activities by appointment.

Form NVCC-201-1 shall be used in implementing this policy.

3.5100 Division Chairman, Teaching Load

A division chairman may have a reduced teaching load of not

more than 20% per each five (5) full-time equivalent faculty members in his division. However, regardless of the application of the above formula, each division chairman must teach at least 20% of a full teaching load each of three of the four quarters in a given academic year.

3.5200 Assistant Division Chairman, Teaching Load

Assistant division chairman for an approved instructional grouping may be appointed institutionally on an annual basis for a nine-month academic year upon recommendation of the division chairman. An assistant division chairman may have a reduced teaching load of not more than 20% per each five (5) full-time equivalent faculty members in his instructional grouping upon recommendation of the division chairman and approval of the Provost. However, regardless of the application of the above formula, each assistant division chairman must teach at least 40% of a full teaching load in each quarter during the regular nine-month academic year.

3.5300 Occupational Program Heads, Teaching Load

Occupational program heads for an approved program area may be appointed institutionally on an annual basis for a nine-month academic year upon recommendation of the division chairman. An occupational program head may have a reduced teaching load of not more than 20% per each five (5) full-time equivalent faculty members in his program area upon recommendation of the division chairman and approval of the Provost. The Provost may approve an additional reduction in teaching load for program development. However, regardless of the application of the above formula, each occupational program head must teach at least 40% of a full teaching load in each quarter during the regular nine-month academic year.

3.6000 Instructional Assistance

Secretarial assistance is available in each division. Also, depending upon the courses and program offered in the division, provision has been made for laboratory and shop assistants, technicians, and other semiprofessional faculty and staff. The division chairman is responsible for the assignment of such instructional assistance in his division.

The learning resource center, including the learning laboratory, has programmed material, specialized instructional equipment, and other audio-visual materials available for use

A P P E N D I X D

CONDITIONS OF EMPLOYMENT CONCERNING

RELEASED TIME AT

HARFORD COMMUNITY COLLEGE

CONDITIONS OF EMPLOYMENT

Faculty members will assume the following obligations:

1. Provide instruction in such courses, day or evening, as assigned by the Division Chairman. (Note: Whenever possible, except with the consent of the faculty member, the College shall not schedule faculty for more than an eight-hour day and shall leave 14 hours between the end of one day and the beginning of the next. This does not pertain to overloads.)

2. Undertake the normal teaching load of 15 equatable credit hours.

3. Perform such administrative duties and sponsorships as may be delegated by the President.

4. Support the purposes and policies of the Trustees of Harford Junior College and the objectives of the College as an employee and representative of the institution and interpret them faithfully to the students and to the public.

5. Observe the policies, regulations, and procedures as set forth in the Faculty Handbook and Board of Trustees By-Laws.

Workload and compensation for Division Chairmen:

The following scale is utilized in computing the compensation and workload of division chairmen.

No. of People Supervised *1	Additional Compensation Over Base Salary	Hours Released from Teaching *2
6-10	6 per cent	12
11-15	7 per cent	15
16-20	8 per cent	18*
21 and over	9 per cent	21*

* Since no chairman shall teach less than one-half of a full load the time released over fifteen hours shall be used to release a faculty member to assist the chairman in the administration of the division.

1 Adopted by the Board of Trustees in March, 1970.

2 Adopted by the Dean's Council on April 23, 1970.

COMPENSATION OF FACULTY COACHES AND SPONSORS

Basic Guidelines for Compensation of Faculty Sponsors and Coaches:

1. Student activities are a part of the educational program of the College.

2. A program of activities is desired and should be administered by the College and Student Government.

3. Sponsorship, by a faculty member, of a student group is desirable.

4. The role of the sponsor (coach) is to advise the students in the group and to see that the group works within the framework of its objectives as set forth in its constitution.

5. Since sponsorship is seen as teaching, the sponsor (coach) should be given time to accomplish this teaching. In this same sense, time needs to be provided within the schedule for these groups to meet.

6. Activities by their different natures vary in the demand made of the students and the sponsor.

7. College policy, now in effect, specify fifteen-credit hours or twenty-contact hours as a maximum teaching load.

8. Individuals who accept responsibility for sponsorship of a student group shall in no case teach less than one-half a normal load per year. When a point is reached where a reduction of more than one-half load is deemed to be in order, consideration of a full-time position should be considered.

9. The purpose of a reduced teaching load is to insure maximum effectiveness in the classroom and in the area of group sponsorship.

10. No individual shall be responsible for sponsorship of more than one student group per semester that demands a reduction in classroom teaching load.

Specific Reductions in Teaching Assignments for Sponsors and Coaches:

Student Performing Arts Coordinator	6 hrs/1st semester 6 hrs/2nd semester
Student Media Coordinator	6 hrs/1st semester 6 hrs/2nd semester
Choral Assembly	3 hrs/each semester
Drama Club	3 hrs/each semester

OWL	3 hrs/each semester
OWLEYE	3 hrs/each semester
EYE	3 hrs/each semester
Radio Committee	3 hrs/each semester

This is not an exclusive list. Other groups may be chartered by Student Government in the future. Note also that each coordinator described earlier would have responsibility for one of the groups listed above.

No reduction in teaching assignments is recommended for the sponsor of these groups:

Radio Club
Chess Club
Debate Club
Delta Psi Omega
People-to-People
Women's Recreation Assoc.
YM-YWCA
Bridge Club
Rifle Club
Ski Club
Phi Theta Kappa

While these groups are chartered as special interest groups, should one of them in a regularly scheduled way request and assume responsibility for an event or production of general interest to the College Community and/or general public, the sponsor of the group shall request of the Dean of the College through the Director of Student Activities and Dean of Students a reduction of three semester hours in his teaching assignment for the semester in which the event or production shall occur. The request shall include a complete description of the events. Also, since it is often true that teaching loads are lower for some instructors during the Spring semester because of a reduction in student enrollments, the sponsor of a student special interest group is recommended for first consideration among the instructors for whom teaching loads will be lowered.

Coaches:

Football:	
Head Coach	6 hrs/1st sem
Assistant Coach	4 hrs/1st sem
Baseball:	
Head Coach	4 hrs/2nd sem
Assistant Coach	2 hrs/2nd sem
Basketball:	
Head Coach	2 hrs/1st sem and 4 hrs/2nd sem
Assistant Coach	2 hrs/1st sem and 2 hrs/2nd sem

Cross Country:	
Head Coach	2 hrs/2nd sem
Golf:	
Head Coach	2 hrs/2nd sem
Wrestling:	
Head Coach	2 hrs/1st sem and 2 hrs/2nd sem
Track and Field:	
Head Coach	4 hrs/2nd sem
Tennis:	
Head Coach	2 hrs/2nd sem
Cheerleaders:	
Head Coach	4 hrs/1st sem and 2 hrs/2nd sem

A P P E N D I X E

POLICIES AND PROCEDURES RELATED TO RELEASED TIME AT MONTGOMERY COMMUNITY COLLEGE

APPENDIX E

3.24 TEACHING LOAD AND RELEASED TIME

3.241 GENERAL

a. Background

There are no hard and fast rules nor any precise mathematical formula for calculating faculty teaching loads. As a rule of thumb, suiting the largest number of cases, 15 semester hours or their equivalent is considered as an equitable and maximum load. This is regarded as a rule of thumb only, however, since the actual load may be modified by any one of the following factors: an emergency might make it necessary during

one semester or another to assign a faculty person to more than 15 semester hours but an offset should be arranged the following semester; often the semester-hour basis is not an equitable reflection of load, and factors of classroom hours per week and student contact hours per week are introduced. In the case of classroom hours per week, 18 or 20 or even 22 may be generally considered reasonable regardless of the number of semester hours. In the case of student contact hours per week, there is no rule of thumb maximum except as the load seems to be "excessive" in relation to those of other faculty members.

b. Definition of Released Time (Approved by the Dean of Administration, (acting for the President in his absence) July 26, 1972.)

"Released time" is a term applied to the amount of load deducted from the regularly assigned duties of an individual in order to enable him to carry out other responsibilities which are not directly related to his regular assignment, but which are a part of or related to institutional programs and objectives or which are otherwise in the best interest of the institution.

3.242 CHAIRMEN

a. The Chairman, College Faculty Senate; members of the Faculty Senate; and the chairmen of the campus assemblies shall have these assignments considered in calculating their college work loads. Chairmen of certain all-college committees are also granted released time. (See also paragraphs 2.663f, 2.69d and 2.702b.

b. By Board Resolution 70-31, March 23, 1970, department chairmen normally were authorized up to six equivalent semester hours of released time per academic year. In unusual circumstances, more than six equivalent semester hours were authorized. All released time is contingent upon the availability of funds for such purpose. The President has delegated to the campus deans the authority and responsibility for implementing the provisions of this paragraph. Normally, each campus authorizes an initial maximum of three hours with released time beyond that amount being granted only with detailed written justification. Where possible, departmental projects are accomplished during the summer.

3.243 HONORS PROGRAM (PAC, April 27, 1972)

The following criteria will apply in determining released time for those who participate as instructors in The Honors Program:

a. When honor tutorials have fewer than eight students enrolled, the faculty member involved will receive credit and load adjustment after eight students have been taught incrementally.

b. When honors seminars have at least six students enrolled, the faculty member will receive credit for load adjustment at that time.

c. No seminars will be offered with fewer than six students; any offerings less than six will be considered as tutorials or not be offered that semester.

d. Credit accumulated under the previous system for released time will count and be adjusted appropriately to the new system by appropriate campus administrative staff.

e. No compensatory time will be allotted for development of individual new courses, honors or otherwise.

3.244 NON-CREDIT PROGRAMS

Starting with the fall semester of 1968, each full-time faculty member engaged as a coordinating project director and instructor in an extended non-credit program which has been repeated at least twice has had that program calculated into his teaching load if the program is a current one being taught on a continuing basis. (See also paragraph 6.409.)

3.245 PROGRAM SPONSORS, DIRECTORS, COORDINATORS

a. Program sponsors and/or Program directors (see definitions in paragraph 6.142) are responsible for the three-phase development of a new curriculum. These phases are described in the Program Development Sequence published by the Office of the Dean of Program Development. Sponsors are authorized released time as follows:

Phase I - 3 hours
Phase II - 3 to 6 hours
Phase III - 3 to 6 hours

This formula is related specifically to the three phases of the program development process and not to the duration of time (number of semesters) consumed in completing each phase. The actual number of hours will be determined as a result of weighing the variables involved in each case such as: the number of semesters to be included in each phase of development; the nature and extent of the required developmental activities; the availability of curriculum guidelines or models; the intricacy of the equipment, space, or staffing problems; the need for visitations, consultants, and professional conferences; the need to explore complicated publicity; and the number of new courses to be developed. In each case, the period of released time will be for a single semester with any extension dependent upon progress reports to the Campus Dean and the Dean of Program Development on the success attained to date and the schedule of development activities proposed for the following semester. (PAC, April 7, 1970)

b. A program sponsor, as discussed in subparagraph 3.245a above, might, if qualified, continue his program development responsibilities as a program coordinator through Phase III of the program development sequence. Coordinators, whether or not previously engaged in the development of a specific program are entitled to the released time specified above for Phase III, (PAC, April 7, 1970)

c. Coordinators of on-going occupational programs have specific additional functions as listed in paragraphs 3.216 and 6.147. They are provided released time and/or extended contracts to satisfy the extra demands made upon them. In many cases 3 hours released time during an academic year will be sufficient. Normally, occupational program coordinators for curriculums having laboratory facilities and, therefore, equipment and supplies, or coordinators for programs with clinical experiences and, therefore, off-campus supervision and affiliations and/or certification requirements, are authorized a maximum of 6 hours of released time each semester. Additional reduction of the teaching load (increase in released time) is possible as warranted by consideration of each program individually. Recommendations for teaching load will take into account the stage of development of the program (see guidelines for released time in program development), and such quantitative factors as:

Number of faculty in the department
Number of students enrolled in the program
Number of off-campus facilities
Extent of laboratory courses

(PAC, January 28, 1970)

3.246 COACHES

As reported to the Board of Trustees at its meeting on November 17, 1969, and as subsequently updated by the President on August 29, 1970, coaches receive up to 3 equivalent semester hours of released time per year. For heavy coaching duties, a formula is used with additional monetary compensation provided for those whose duties require more than 3 equivalent semester hours per year. The actual monetary additional compensation for each individual coach is determined by adding the equivalent semester hours for his assigned coaching duties, subtracting 3 (released time), and multiplying the remaining equivalent hours (to a maximum of 5) by the semester hour rate for the appropriate part-time salary step. Additional released time beyond the first 3 and the compensated 5 is provided, on an equivalency basis, for any coach whose coaching equivalency for a particular academic year exceeds 8 equivalent semester hours. The coaching compensation plan includes the summer football coaching. Equivalent semester hours for coaching are as follows:

Coaching Responsibilities	Equivalent Semester Hours
Baseball Coach	6.5
Baseball Assistant Coach	4.4
Basketball Coach	6.5
Basketball Assistant Coach	4.4
Cross Country Coach	3.6
Football Coach	7.3
Football Assistant Coach	4.9

(Continued on Next Page)

3.25

Coaching Responsibilities	Equivalent Semester Hours
Golf Coach	4.6
Gymnastics Coach	2.8
Intramurals, Takoma Park	3.0
Intramurals, Rockville	6.0
Soccer Coach	4.5
Tennis Coach	3.1
Track Coach	4.5
Track Assistant Coach	3.0
Women's Basketball Coach	2.0
Women's Field Hockey Coach	2.0
Women's Tennis Coach	2.0
Women's Volleyball Coach	2.0
Wrestling Coach	6.5

3.25 COMMITTEE OBLIGATION

a. Members of the faculty are assigned to standing committees through specific provisions for the governance of the College. Each individual is expected to accept his responsibility for attendance at regular and special meetings and for carrying on his share of the work. All members of a committee are expected to attend each meeting unless excused by the chairman of the committee.

b. Minutes of all committee meetings are taken, either by an appointed secretary or by members, and distributed to all full-time faculty, except where other stipulations have been made.

c. In April or May, when notified, the chairman presents to the President, or other officially designated person, a written report of the activities of his committee.

3.26 ADVISING

Advising responsibilities will be added to the duties of some full-time instructors as part of their total load. This assignment may vary from semester to semester.

3.27 CURRICULUM LIAISON

Curriculum liaison assignments, like advising and committee assignments, may vary from semester to semester. The instructor assigned to curriculum liaison will be responsible to the Dean of Program Development for this assignment. He shall carry out the details of his assignment as it is described in the "Description of Faculty Positions."

UNIVERSITY OF CALIF.
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